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Every Student Succeeds Act (ESSA) Consolidated Plan

Summary of changes in second draft, released November 16, 2016

The second draft of the Idaho State Department of Education's (ISDE) ESSA Consolidated Plan, released on November 16, 2016, includes changes which respond to feedback from the public, as well as improvements to typographical consistency within the document. The substantive changes for each section of the plan are described below.

Challenging State Academic Standards and Academic Assessments

1. Responding to public feedback, the ISDE has noted on page 13 that there is interest in using SAT or ACT as Idaho's high school assessment. The ISDE will continue to investigate this change moving forward.

Accountability and Improvement of Schools

1. Data modeling is currently underway to develop recommendations on some aspects of accountability. These areas are noted in the second draft plan and include:
 - a. Student minimum n-size for inclusion in accountability (current rule is $n \geq 25$).
 - b. The number of years to include in making school identification determinations
2. In addition to the accountability indicators approved by Accountability Oversight Committee under the State Board of Education, page 21 notes that the ISDE is interested in reporting extended cohort graduation rates (five or six year) as well as the federally required four-year cohort graduation rate. The ISDE will also investigate including the entire calendar year in the cohort graduation rate calculation.
3. Current public feedback indicates a strong preference for including only the data elements for school identification required by ESSA, keeping the door open for more data when it becomes available. This is explained on page 23.
4. Page 25 now more clearly states that, under the proposed model for identifying schools for improvement, the determination whether to use achievement or growth for each indicator is left to the local school or district.
5. The school identification categories on page 25 no longer include a reward school category.
6. Page 26 acknowledges public feedback to avoid arbitrary weights to performance indicators where possible. The current school identification model's approach, averaging indicators with equal weight, is unchanged.
7. School support identification and exit criteria, on page 28, now indicate that schools will be identified and have the opportunity to exit each year. Once a school meets the exit criteria outlined in its improvement plan, it may exit support status without needing to be in comprehensive or targeted support status for 3 years.



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8. The Southern Idaho Conference Superintendents Position Statement on the Proposed Idaho Statewide Accountability System is referenced on page 28 and included in Appendix C.

School improvement

1. The “more rigorous interventions” for schools in support status on page 37 now more clearly reflect the local control philosophy of the Superintendent of Public Instruction. The ISDE is proposing that schools still in comprehensive or targeted support status after 3 years be required to work closely with the ISDE on a more comprehensive continuous improvement review, but will not, under any circumstances, be denied funds or be mandated to undergo leadership changes.
2. The ISDE’s system of performance management for supporting schools, on pages 38 and 39, has been updated and clarified.

Supporting Excellent Educators

1. From page 42 to 48, language has been added to clarify that the ISDE is not proposing changes to teacher certification at this time. In addition, page 47 provides information describing how the ISDE holds teacher preparation programs to the Idaho Standards for Initial Certification of Professional School Personnel
2. Page 52 adds guidance on how the ISDE can help to provide high quality libraries and library staff to schools in Idaho.

Supporting All Students

No major changes have been made to this section.